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ABSTRACT

It is believed that science will become a major part of the curriculum for students in all grades due partly to the increased awareness of the relationship between science and society. This and other reasons have led to an interest by educators in the role that science has played in education since Jefferson in 1779 identified what he felt was the purpose of a democratic education. This book provides an in-depth look into the many goals of education that science has tried to achieve since its entry into the curriculum. The chapters are: (1) "Science and Democracy: Emerging Trends of Faith"; (2) "Science in the New Republic: Faculty, Family, and the Failure of Idealism"; (3) "The Age of Jackson and After, Part 1: Popular Imagery and Public Reformers"; (4) "The Age of Jackson and After, Part 2: Professionalization of Science and the Role of Higher Education"; (5) "Science as 'Culture': Education and Modernism in the Late 19th Century"; (6) "Science and the Progressives: Standards and Standard Bearers in the Age of Reformism"; (7) "What Bearing It May Have: Legacies of Progressivism in the Early 20th Century"; (8) "The Postwar Era: The Return of Academism and the Sputnik Revolution"; (9) "New Voices and Old Limits: Reformism in the Late 1960s"; and (10) "Troubled Symbolisms: Science and the Curriculum at the Century's End." (ZWH)

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